

CONTENT STANDARDS

Grade 3: Introduction to Social Studies/South Carolina Studies

I. Time, Continuity, and Change: History	II. Power, Authority, & Governance: Government/Political Science	III. People, Places, and Environments: Geography	IV. Production, Distribution, and Consumption: Economics
<p>3.1 The learner will demonstrate an understanding of the way individuals, families, and communities live and work together now and in the past. The student should be able to</p> <p>3.1.1 state how personal changes are affected by the influence of peer groups and</p> <p>3.1.2 identify historical resources in the local community.</p> <p>3.2 The learner will demonstrate an understanding of the major developments in the history of South Carolina from the earliest human settlements through Reconstruction. The student should be able to</p> <p>3.2.1 describe the influence of geography on the history of South Carolina and the local community;</p> <p>3.2.2 name the indigenous peoples who first lived in South Carolina;</p> <p>3.2.3 identify the first explorers who came to South Carolina and describe their activities;</p> <p>3.2.4 explain reasons for the voluntary and involuntary settling of South Carolina by Europeans and Africans;</p> <p>3.2.5 compare and contrast the lives of European, African, and Native American families in South Carolina in colonial times;</p> <p>3.2.6 discuss the cultural contributions of people from various regions of South</p>	<p>3.5 The learner will demonstrate an understanding of government, its origins and functions, including civic life and politics. The student should be able to</p> <p>3.5.1 discuss necessity and purposes of government.</p> <p>3.6 The learner will demonstrate an understanding of the role of the U.S. Constitution in South Carolina and its government. The student should be able to</p> <p>3.6.1 identify the three branches of state government and describe their functions,</p> <p>3.6.2 explain the major responsibilities of state and local government, and</p> <p>3.6.3 name members of national, state, and local government.</p> <p>3.7 The learner will demonstrate an understanding of the role of the citizen in South Carolina, including personal and civic rights and responsibilities. The student should be able to</p> <p>3.7.1 explain the importance of political leadership and public service in school, community, state, and nation and</p> <p>3.7.2 understand that working with others can influence policies and decisions.</p> <p>3.8 The learner will demonstrate an understanding of the heritage of South Carolina. The student should be able to</p> <p>3.8.1 discuss folklore and other cultural contributions from</p>	<p>3.9 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to</p> <p>3.9.1 make maps, globes, graphs, diagrams, and photographs to illustrate location and spatial distribution of physical and cultural features in South Carolina and</p> <p>3.9.2 use maps, globes, graphs, diagrams, and photographs to analyze the location and spatial distribution of physical and cultural features in South Carolina.</p> <p>3.10 The learner will demonstrate an understanding of places and regions. The student should be able to</p> <p>3.10.1 identify physical characteristics (e.g., landforms, river systems, climate regions) and the natural resources in South Carolina and their relationship to economic activities</p> <p>3.10.2 discuss the location and distribution of human characteristics (e.g., population, land use, transportation and communication systems) and political units in South Carolina;</p> <p>3.10.3 locate the physical and human characteristics in his or her community and in nearby communities;</p>	<p>3.13 The learner will demonstrate an understanding of how scarcity and choice impact economic activity in South Carolina. The student should be able to</p> <p>3.13.1 list and give examples of how scarcity affects benefits and cost and</p> <p>3.13.2 give examples of resources needed to make a specific product.</p> <p>3.14 The learner will demonstrate an understanding of markets and the role of demand and supply in determining price and resource allocation. The student should be able to</p> <p>3.14.1 identify the relationship between price and consumer buying,</p> <p>3.14.2 give examples of goods and services that have increased or decreased in supply recently,</p> <p>3.14.3 explain the relationship between price and production,</p> <p>3.14.4 name a wide range of job opportunities in South Carolina, and</p> <p>3.14.5 discuss the role of the entrepreneur in the state and local community.</p> <p>3.15 The learner will demonstrate</p>

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<p>Carolina;</p> <p>3.2.7 state the key events and effects of the Revolutionary War on South Carolina and his or her own community;</p> <p>3.2.8 discuss the development of slavery in South Carolina and its impact on the State;</p> <p>3.2.9 compare and contrast the various lifestyles of people in South Carolina during the Antebellum Period;</p> <p>3.2.10 state the key events and effects of the Civil War on South Carolina and his or her own community; and</p> <p>3.2.11 describe the Reconstruction Period in South Carolina.</p> <p>3.3 The learner will demonstrate an understanding of the major developments in South Carolina from the end of Reconstruction through World War II. The student should be able to</p> <p>3.3.1 trace migration patterns within and from South Carolina and describe their social and cultural impact,</p> <p>3.3.2 explain the impact of World War I in South Carolina,</p> <p>3.3.3 state the effects of the Great Depression on South Carolina, and</p> <p>3.3.4 explain the impact of World War II in South Carolina.</p> <p>3.4 The learner will demonstrate an understanding of the major</p>	<p>various regions of South Carolina and how they help form a state heritage and</p> <p>3.8.2 describe state symbols through which American values and principles are expressed.</p>	<p>3.10.4 describe how physical and human processes work together to shape places and regions in South Carolina;</p> <p>3.10.5 list and describe the geographical regions of South Carolina; and</p> <p>3.10.6 discuss how the physical and human characteristics of places and regions in South Carolina change over time.</p> <p>3.11 The learner will demonstrate an understanding of the role of human systems in South Carolina. The student should be able to</p> <p>3.11.1 discuss the patterns and types of migrations as they affect the environment, agriculture, settlement, economic development, and population change in South Carolina.</p> <p>3.12 The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to</p> <p>3.12.1 identify ways in which people modify the physical environment,</p> <p>3.12.2 explain how the physical environment can both accommodate</p>	<p>an understanding of the sources of income and growth in a free enterprise economy. The student should be able to</p> <p>3.15.1 discuss the role of the entrepreneur.</p> <p>3.16 The learner will demonstrate an understanding of the principles of trade and economic development. The student should be able to</p> <p>3.16.1 define importing and exporting and give examples of each and</p> <p>3.16.2 give examples of interdependence among nations and regions.</p>

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<p>developments in South Carolina from the end of World War II to the present. The student should be able to</p> <p>3.4.1 identify the major trends, events, and people that have influenced the development of South Carolina from World War II to the present.</p>		<p>3.12.3 and be endangered by human activities, and examine the characteristics of renewable, nonrenewable and flow resources.</p>	

